

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

State Results

State: Maine



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

State: Maine

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							13,870									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation							13,494	13,500								97	97	
Current LEP Students							2,483	2,493								18	18	
With an approved accommodation							388	400								3	3	
IEP Students							167	182								43	46	
With an approved accommodation							2,222	2,217								16	16	
Students not tested in NECAP							1,852	1,854								83	84	
State Approved							376	370								3	3	
Alternate Assessment							288	284								77	77	
First Year LEP							254	257								88	90	
Withdrew After October 1							9	0								3	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							0	0								0	0	
Other							25	27								9	10	
							88	86								23	23	

NECAP RESULTS

	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N
READING	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647						
MATH	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644						
WRITING																			

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

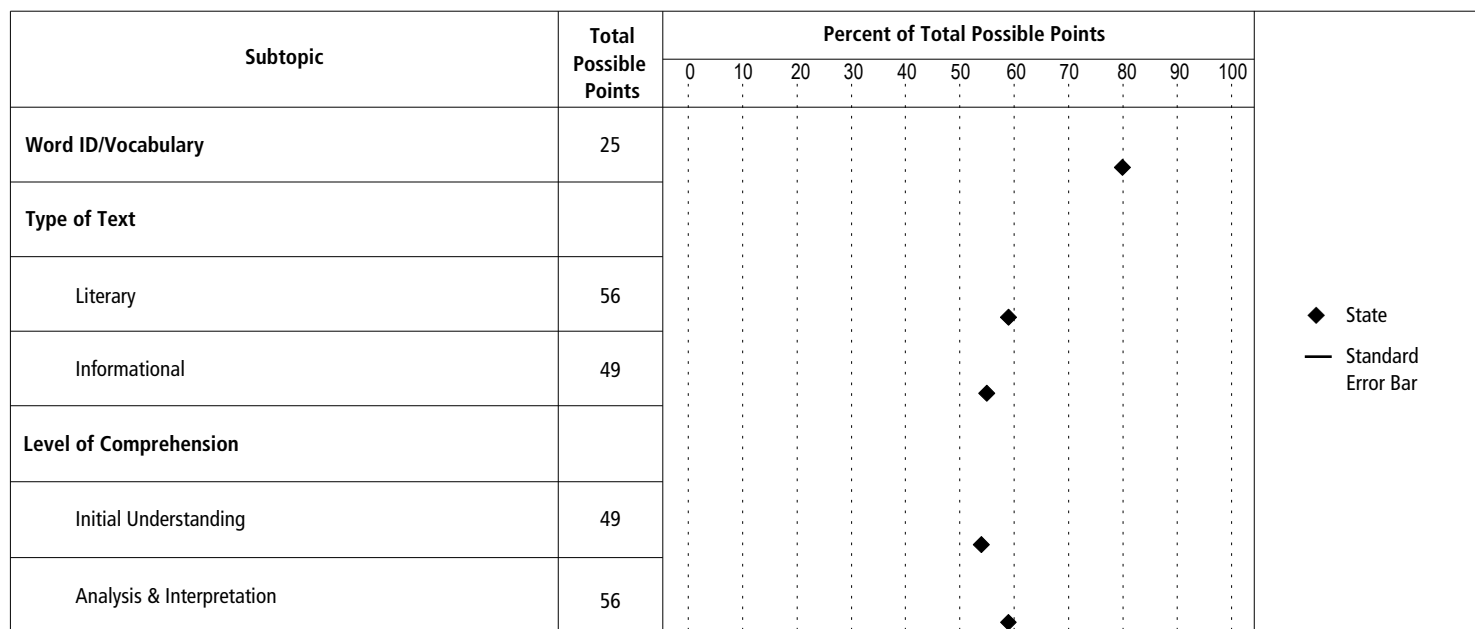
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative													
Total													
State													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative													
Total	42,171	766	306	41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647												
Gender																									
Male	7,134	206	57	6,871	743	11	3,808	55	1,636	24	684	10	644												
Female	6,736	82	31	6,623	1,607	24	3,586	54	1,095	17	335	5	649												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	196	4	3	189	24	13	102	54	38	20	25	13	645												
Not Hispanic or Latino																									
American Indian or Alaskan Native	104	2	0	102	18	18	45	44	28	27	11	11	644												
Asian	213	7	2	204	52	25	99	49	34	17	19	9	649												
Black or African American	414	14	9	391	29	7	157	40	99	25	106	27	638												
Native Hawaiian or Pacific Islander	19	0	0	19	4	21	12	63	3	16	0	0	649												
White	12,770	260	74	12,436	2,202	18	6,894	55	2,496	20	844	7	647												
Two or more races	154	1	0	153	21	14	85	56	33	22	14	9	645												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	410	15	7	388	14	4	133	34	123	32	118	30	635												
Former LEP student - monitoring year 1	38	0	0	38	10	26	28	74	0	0	0	0	655												
Former LEP student - monitoring year 2	13	0	0	13	2	15	11	85	0	0	0	0	650												
All Other Students	13,409	273	81	13,055	2,324	18	7,222	55	2,608	20	901	7	647												
IEP																									
Students with an IEP	2,536	267	47	2,222	33	1	588	26	924	42	677	30	634												
All Other Students	11,334	21	41	11,272	2,317	21	6,806	60	1,807	16	342	3	649												
SES																									
Economically Disadvantaged Students	6,401	197	58	6,146	583	9	3,139	51	1,677	27	747	12	643												
All Other Students	7,469	91	30	7,348	1,767	24	4,255	58	1,054	14	272	4	650												
Migrant																									
Migrant Students	3	0	0	3																					
All Other Students	13,867	288	88	13,491	2,349	17	7,393	55	2,730	20	1,019	8	647												
Title I																									
Students Receiving Title I Services	2,411	27	10	2,374	133	6	1,133	48	823	35	285	12	641												
All Other Students	11,459	261	78	11,120	2,217	20	6,261	56	1,908	17	734	7	648												
504 Plan																									
Students with a 504 Plan	340	4	1	335	39	12	209	62	72	21	15	4	646												
All Other Students	13,530	284	87	13,159	2,311	18	7,185	55	2,659	20	1,004	8	647												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

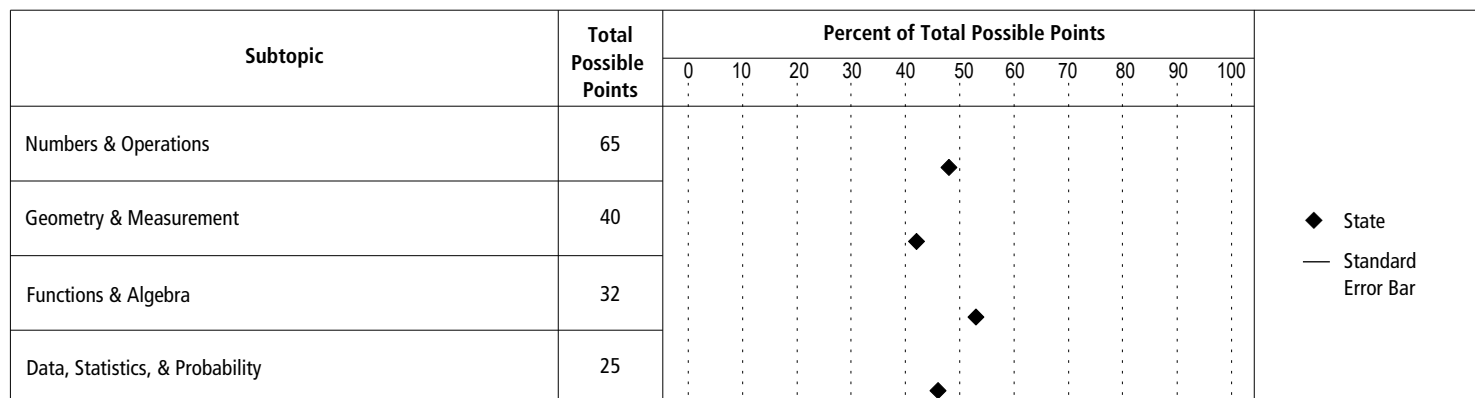
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11													
2011-12													
Cumulative Total													
District													
2009-10													
2010-11													
2011-12													
Cumulative Total													
State													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total	42,171	686	316	41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644												
Gender																									
Male	7,134	203	56	6,875	1,540	22	2,881	42	1,165	17	1,289	19	644												
Female	6,736	81	30	6,625	1,371	21	2,896	44	1,190	18	1,168	18	644												
Not Reported	0	0	0	0																					
Race/Ethnicity																									
Hispanic or Latino	196	5	3	188	24	13	72	38	46	24	46	24	640												
Not Hispanic or Latino																									
American Indian or Alaskan Native	104	2	0	102	12	12	41	40	23	23	26	25	640												
Asian	213	5	2	206	61	30	90	44	24	12	31	15	647												
Black or African American	414	9	6	399	20	5	115	29	79	20	185	46	634												
Native Hawaiian or Pacific Islander	19	0	0	19	5	26	11	58	2	11	1	5	649												
White	12,770	262	75	12,433	2,763	22	5,378	43	2,155	17	2,137	17	644												
Two or more races	154	1	0	153	26	17	70	46	26	17	31	20	643												
No Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	410	7	3	400	13	3	107	27	82	21	198	50	632												
Former LEP student - monitoring year 1	38	0	0	38	14	37	22	58	2	5	0	0	653												
Former LEP student - monitoring year 2	13	0	0	13	4	31	6	46	3	23	0	0	648												
All Other Students	13,409	277	83	13,049	2,880	22	5,642	43	2,268	17	2,259	17	644												
IEP																									
Students with an IEP	2,536	270	49	2,217	81	4	468	21	467	21	1,201	54	632												
All Other Students	11,334	14	37	11,283	2,830	25	5,309	47	1,888	17	1,256	11	646												
SES																									
Economically Disadvantaged Students	6,401	192	57	6,152	706	11	2,395	39	1,374	22	1,677	27	640												
All Other Students	7,469	92	29	7,348	2,205	30	3,382	46	981	13	780	11	647												
Migrant																									
Migrant Students	3	0	0	3																					
All Other Students	13,867	284	86	13,497	2,911	22	5,775	43	2,354	17	2,457	18	644												
Title I																									
Students Receiving Title I Services	2,411	27	8	2,376	117	5	814	34	661	28	784	33	637												
All Other Students	11,459	257	78	11,124	2,794	25	4,963	45	1,694	15	1,673	15	645												
504 Plan																									
Students with a 504 Plan	340	4	1	335	65	19	158	47	67	20	45	13	644												
All Other Students	13,530	280	85	13,165	2,846	22	5,619	43	2,288	17	2,412	18	644												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.